

Local Area Prevention Plan

FY 2001

Comprehensive Planning

A. Measurable Goals and Objectives

Under the following four domains, please describe how you have used your local Risk/Protective factor profiles and/or other appropriate needs assessment to determine how you will be serving your local community during FY 2001.

In this description, please include the overall, measurable goals and objectives that you have established as a framework for selecting the specific programs that you will be funding during the next year.

(Please keep your narrative to one page or less for each domain. The Area Plan development should be a collaborative effort to include SDFSC Programs along with Local Authority Prevention Programs).

DOMAINS:

- I. Community**
- II. School**
- III. Peer/ Individual**
- IV. Family**

B. Collaboration

Please describe efforts you have made to ensure that prevention services in your area have been coordinated with other appropriate community services.

(This section should include information from SDFSC Coordinators and Local Authority Prevention Coordinator).

C. Professional Development

Please describe any professional development activities that you have implemented in your local area to enhance the skills of those working in your area to deliver prevention services.

(This portion of the plan should include information from the SDFSC Coordinators and the Local Authority Prevention Coordinator).

D. Local Prevention Services

(A separate sheet is required for each program. SDFSC Coordinators will complete a separate sheet for each of their programs and the Local Authority Prevention Coordinators will complete a separate sheet for each of their programs. Please limit responses to two pages or less).

Identify appropriate heading for each program:

- ☐ Local Substance Abuse Authority Prevention Programs
- ☐ LSAAPP Governor's Programs (SDFSC Sec.4114)
- ☐ School's Substance Abuse Prevention (Fee on Fines)
- ☐ SDFSC Programs –District_____

Domain (Which of the following domains in your Local Comprehensive Prevention Area Plan does this program PRIMARILY address- select only one):

- ☐ Community
- ☐ School
- ☐ Peer/Individual
- ☐ Family

Program Name (i.e., “Communities That Care”, etc.):

Program Description (Include measurable goals and objectives. Risk/Protective factors addressed and relationship to RP profile. Include relationship to other planning tools as appropriate):

Program Location (Community or city, district, etc.):

Program Target population (Specify the following if the program targets these areas, otherwise, indicate N/A):

Age:

Gender:

Ethnicity:

CSAP Strategy(s) (Check all that apply):

☐ **Information Dissemination**

☐ **Education**

☐ **Alternative Drug-Free Activities**

☐ **Problem Identification and Referral**

☐ **Community-Based Interventions**

☐ **Environmental**

Research Basis for Program (This should include a short description of the source of the research and what the research says regarding the effectiveness of this program):

Evaluation (Describe efforts that you have made in your local area to evaluate the results of this program. Include the outcome of your evaluation. Indicate any future plans for evaluation):

E. Funding

1. Local Authority

2. Office of Education

F. Signatures

Local Prevention Coordinator_____

Date_____

**SDFSC
Coordinator**_____

Date_____

FY00 Area Plan - Prevention Expenditure Plan

Expenditure period: July 1, 2000 to June 30, 2001

Local Substance Abuse Authority District: _____

Activity

Source of Funds

	1. SAPT Block Grant	2. Drug Free Schools	3. State General Funds	4. Local Funds	5. Total
1. Information					
2. Education					
3. Alternatives					
4. Problem identification					
5. Community based					
6. Environmental					
7. Total					

Attachments

- 1. Risk and Protective Factor Profiles**
- 2. Risk and Protective Factor Measures**
- 3. CSAP Strategies (SAPT Block Grant)**
- 4. Principles of Effectiveness (SDFSC)**
- 5. Approved Activities for SEA (SEC. 4113.)
and Governor's (SEC.4114.) SDFSC
Funding**

Attachment 2: Glossary of Risk and Protective Factor Measures

Risk Factors	Student Survey Scales	Archival Indicators
Community		
<ul style="list-style-type: none"> Availability of Drugs 	<ul style="list-style-type: none"> Perceived Availability of Drugs and Handguns 	<ul style="list-style-type: none"> Alcohol Sales Outlets Tobacco Distributors
<ul style="list-style-type: none"> Availability of Firearms 	<ul style="list-style-type: none"> Perceived Availability of Drugs and Handguns 	
<ul style="list-style-type: none"> Community Laws and Norms Favorable Toward Drug Use 	<ul style="list-style-type: none"> Laws and Norms Favorable to Drug Use 	
<ul style="list-style-type: none"> Media Portrayals of Violence 		
<ul style="list-style-type: none"> Transitions and Mobility 	<ul style="list-style-type: none"> Community Transitions & Mobility Personal Transitions & Mobility 	<ul style="list-style-type: none"> Net Migration New Home Construction Households Living in Rental Properties
<ul style="list-style-type: none"> Low Neighborhood Attachment and Community Disorganization 	<ul style="list-style-type: none"> Low Neighborhood Attachment Community Disorganization 	<ul style="list-style-type: none"> Population Voting in Elections Prisoners in State & Local Correctional Systems
<ul style="list-style-type: none"> Extreme Economic Deprivation 		<ul style="list-style-type: none"> Unemployment Free and Reduced Lunch Program Temporary Aid to Needy Families (1996-Present) Aid To Families with Dependent Children (1988-1996) Food Stamp Recipients Adults Without High School Diploma Single Parent Family Households
Protective Factors		
<ul style="list-style-type: none"> Opportunities 	<ul style="list-style-type: none"> Opportunities for Prosocial Involvement 	
<ul style="list-style-type: none"> Recognition 	<ul style="list-style-type: none"> Rewards for Prosocial Involvement 	

Risk Factors		Student Survey Scales	Archival Indicators
Family			
▪ Family History of the Problem Behavior	▪ Family History of Antisocial Behavior	▪ Adults in Alcohol and Other Drug (AOD) Treatment Programs	
▪ Family Management Problems	▪ Lack of Supervision & Rules ▪ Poor Discipline	▪ Children Living Away From Parents ▪ Children Living in Foster Care	
▪ Family Conflict	▪ Family Conflict	▪ Divorce ▪ Domestic Violence Arrests	
▪ Favorable Parental Attitudes and Involvement in the Problem Behavior	▪ Parental Attitudes Favorable Toward Drug Use ▪ Parental Attitudes Favorable Toward Antisocial Behavior		
Protective Factors			
▪ Bonding: Attachment	▪ Family Attachment		
▪ Opportunities	▪ Opportunities for Prosocial Involvement		
▪ Recognition	▪ Rewards for Prosocial Involvement		
Risk Factors		Student Survey Scales	Archival Indicators
School			
▪ Early and Persistent Antisocial Behavior	▪ Antisocial Behavior [survey measure in Indiv/Peer domain]		
▪ Academic Failure Beginning in Late Elementary School	▪ Academic Failure		
▪ Lack of Commitment to School	▪ Little Commitment to School	▪ Event Dropouts ▪ Status Dropouts	
Protective Factors			
▪ Opportunities	▪ Opportunities for Prosocial Involvement		
▪ Recognition	▪ Rewards for Prosocial Involvement		

Risk Factors	Student Survey Scales	Archival Indicators
Individual/Peer		
<ul style="list-style-type: none"> Rebelliousness 	<ul style="list-style-type: none"> Rebelliousness 	
<ul style="list-style-type: none"> Friends Who Engage in the Problem Behavior 	<ul style="list-style-type: none"> Friends' Use of Drugs Interaction with Antisocial Peers 	
<ul style="list-style-type: none"> Favorable Attitudes Toward the Problem Behavior 	<ul style="list-style-type: none"> Favorable Attitudes Toward Drug Use Perceived Risks of Drug Use Favorable Attitudes Toward Antisocial Behavior Rewards for antisocial involvement 	
<ul style="list-style-type: none"> Early Initiation of the Problem Behavior 	<ul style="list-style-type: none"> Early Initiation of Problem Behavior 	<ul style="list-style-type: none"> Dropouts Prior To Ninth Grade Alcohol-Related Arrests, Age 10-14 Personal and Property Crime Arrests, Age 10-14 Vandalism Arrests, Age 10-14
<ul style="list-style-type: none"> Constitutional Factors 	<ul style="list-style-type: none"> Impulsiveness Sensation-seeking 	
Protective Factors		
<ul style="list-style-type: none"> Healthy Beliefs & Clear Standards 	<ul style="list-style-type: none"> Belief in the Moral Order Religiosity 	
<ul style="list-style-type: none"> Skills 	<ul style="list-style-type: none"> Social Skills 	

Attachment 3

SAPT Block Grant 45CFR96.125

96.125 Primary Prevention

a. For purposes of 96.124, each State/Territory shall develop and implement a comprehensive prevention program which includes a broad array of prevention strategies directed at individuals not identified to be in need of treatment. The comprehensive program shall be provided either directly or through one or more public or nonprofit private entities. The comprehensive primary prevention program shall include activities and services provided in a variety of settings for both the general population, as well as targeting sub-groups who are at high risk for substance abuse.

b. In implementing the prevention program the State shall use a variety of strategies, as appropriate for each target group, including but not limited to the following:

1. Information Dissemination: This strategy provides awareness and knowledge of the nature and extent of alcohol, tobacco and drug use, abuse and addiction and their effects on individuals, families and communities. It also provides knowledge and awareness of available prevention programs and services. Information dissemination is characterized by one-way communication from the source to the audience, with limited contact between the two. Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- i. clearinghouse/information resource center(s);
- ii. resource directories;
- iii. media campaigns;
- iv. brochures;
- v. radio/TV public service announcements;
- vi. speaking engagements;
- vii. health fairs/health promotion; and
- viii. information lines.

2. Education: This strategy involves two-way refusal skills, critical analysis (e.g. of media messages) and systematic judgment abilities. Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- i.classroom and/or small group sessions (all ages);
- ii.parenting and family management classes;
- iii.peer leader/helper programs;
- iv.education programs for youth groups; and
- v.children of substance abusers groups.

3.Alternatives: This strategy provides for the participation of target populations in activities that exclude alcohol, tobacco and other drug use. The assumption is that constructive and healthy activities offset the attraction to, or otherwise meet the needs usually filled by alcohol, tobacco and other drugs and would, therefore, minimize or obviate resort to the latter. Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- i.drug free dances and parties;
- ii.youth/adult leadership activities;
- iii.community drop-in centers; and
- iv.community service activities.

4.Problem Identification and Referral: This strategy aims at identification of those who have indulged in illegal/age-inappropriate use of tobacco or alcohol and those individuals who have indulged in the first use of illicit drugs in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if a person is in need of treatment. Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- i.employee assistance programs;
- ii.student assistance programs; and
- iii.driving while under the influence/driving while intoxicated education programs.

5.Community-Based Process: This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment

services for alcohol, tobacco and drug abuse disorders. Activities in this strategy include organizing, planning, enhancing efficiency and effectiveness of services implementation, inter-agency collaboration, coalition building and networking. Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- i. community and volunteer training, e.g., neighborhood action training, training of key people in the system, staff/officials training;
- ii. systematic planning;
- iii. multi-agency coordination and collaboration;
- iv. accessing services and funding; and
- v. community team-building.

6. Environmental: This strategy establishes or changes written and unwritten community standards, codes and attitudes, thereby influencing incidence and prevalence of the abuse of alcohol, tobacco and other drugs used in the general population. This strategy is divided into two subcategories to permit distinction between activities which center on legal and regulatory initiatives and those which relate to the service and action-oriented initiatives. Examples of activities conducted and methods used for this strategy shall include (but not be limited to) the following:

- i. promoting the establishment and review of alcohol, tobacco and drug use policies in schools;
- ii. technical assistance to communities to maximize local enforcement procedures governing availability and distribution of alcohol, tobacco and other drug use;
- iii. modifying alcohol and tobacco advertising practices; and
- iv. product pricing strategies.

ATTACHMENT 4

THE FOUR PRINCIPLES OF EFFECTIVENESS AS POSTED IN THE FEDERAL REGISTER OF JUNE 1, 1998.

Principle 1 - Grant recipients will base their programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.

Principle 2 - Grant recipients will, with the assistance of a local or regional advisory council, which includes community representatives, establish a set of measurable goals and objectives, and design their activities to meet those goals and objectives.

Principle 3 - Grant recipients will design and implement their activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.

Principle 4 - Grant recipients will evaluate their programs periodically to assess their progress toward achieving their goals and objectives and use their evaluation results to refine, improve, and strengthen their program and to refine their goals and objectives as appropriate.

**Sec. 4113. STATE AND LOCAL EDUCATIONAL AGENCY
PROGRAMS.**

``(a) Use of Funds.--

``(1) In general.--Except as provided in paragraph (2), an amount equal to 80 percent of the total amount allocated to a State under section 4111 for each fiscal year shall be used by the State educational agency and its local educational agencies for drug and violence prevention activities in accordance with this section.

``(2) Exception.--

``(A) If a State has, on or before January 1, 1994, established an independent State agency for the purpose of administering all of the funds described in section 5121 of this Act (as such section was in effect on the day preceding the date of the enactment of the Improving America's Schools Act of 1994), then--

``(i) an amount equal to 80 percent of the total amount allocated to such State under section 4111 for each fiscal year shall be used by the State educational agency and its local educational agencies for drug and violence prevention activities in accordance with this section; and

``(ii) an amount equal to 20 percent of such total amount shall be used by such independent State agency for drug and violence prevention activities in accordance with this section.

``(B) Not more than 5 percent of the amount reserved under subparagraph (A)(ii) may be used for administrative costs of the independent State agency incurred in carrying out the activities described in such subparagraph.

``(C) For purposes of this paragraph, the term 'independent State agency' means an independent agency with a

board of directors or a cabinet level agency whose chief executive officer is appointed by the chief executive officer of the State and confirmed with the advice and consent of the senate of such State.

``(b) State Level Programs.--

``(1) In general.--A State educational agency shall use not more than 5 percent of the amount available under subsection

(a) for activities such as--

``(A) training and technical assistance concerning drug and violence prevention for local educational agencies and educational service agencies, including teachers, administrators, coaches and athletic directors, other staff, parents, students, community leaders, health service providers, local law enforcement officials, and judicial officials;

``(B) the development, identification, dissemination, and evaluation of the most readily available, accurate, and up-to-date curriculum materials (including videotapes, software, and other technology-based learning resources), for consideration by local educational agencies;

``(C) making available to local educational agencies cost effective programs for youth violence and drug abuse prevention;

``(D) demonstration projects in drug and violence prevention;

``(E) training, technical assistance, and demonstration projects to address violence associated with prejudice and intolerance;

``(F) financial assistance to enhance resources available for drug and violence prevention in areas serving large numbers of economically disadvantaged children or sparsely populated areas, or to meet other special needs consistent with the purposes of this subpart; and

``(G) the evaluation of activities carried out within the State under this part.

``(2) Special rule.--A State educational agency may carry out activities under this subsection directly, or through grants or contracts.

``(c) State Administration.--A State educational agency may use not more than 4 percent of the amount reserved under subsection (a) for the administrative costs of carrying out its responsibilities under this part.

``(d) Local Educational Agency Programs.--

``(1) In general.--A State educational agency shall distribute not less than 91 percent of the amount made available under subsection (a) for each fiscal year to local educational agencies in accordance with this subsection.

``(2) Distribution.--

``(A) Of the amount distributed under paragraph (1), a State educational agency shall distribute--

``(i) 70 percent of such amount to local educational agencies, based on the relative enrollments in public and private nonprofit elementary and secondary schools within the boundaries of such agencies; and

``(ii) 30 percent of such amount to local educational agencies that the State educational agency determines have the greatest need for additional funds to carry out drug and violence prevention programs authorized by this subpart.

``(B) Where appropriate and to the extent consistent with the needs assessment conducted by the State, not less than 25 percent of the amount distributed under subparagraph (A)(ii) for a fiscal year shall be distributed to local educational agencies located in rural and urban areas.

``(C)

``(i) A State educational agency shall distribute funds under subparagraph (A)(ii) to not more than 10 percent of the local educational agencies in the State, or five such agencies, whichever is greater.

``(ii) In determining which local educational agencies have the greatest need for additional funds, the State educational agency shall consider objective data such as--

``(I) high rates of alcohol or drug use among youth;

``(II) high rates of victimization of youth by violence and crime;

``(III) high rates of arrests and convictions of youth for violent or drug- or alcohol-related crime;

``(IV) the extent of illegal gang activity;

``(V) high incidence of violence associated with prejudice and intolerance;

``(VI) high rates of referrals of youths to drug and alcohol abuse treatment and rehabilitation programs;

``(VII) high rates of referrals of youths to juvenile court;

``(VIII) high rates of expulsions and suspensions of students from schools; and

``(IX) high rates of reported cases of child abuse and domestic violence.

``(e) Reallocation of Funds.--If a local educational agency chooses not to apply to receive the amount allocated to such agency under subsection (d), or if such agency's application under section 4115 is disapproved by the State educational agency, the State educational agency shall reallocate such amount to one or more of the local educational agencies determined by the State educational agency under subsection (d)(2)(C)(ii) to have the greatest need for additional funds.

``(f) Return of Funds to State Educational Agency; Reallocation.--

``(1) Return.--Except as provided in paragraph (2), upon the expiration of the 1-year period beginning on the date that a local educational agency or educational service agency under this title receives its allocation under this title--

``(A) such agency shall return to the State educational agency any funds from such allocation that remain unobligated; and

``(B) the State educational agency shall reallocate any such amount to local educational agencies or educational service agencies that have plans for using such amount for programs or activities on a timely basis.

``(2) Reallocation.--In any fiscal year, a local educational agency, may retain for obligation in the succeeding fiscal year--

``(A) an amount equal to not more than 25 percent of the allocation it receives under this title for such fiscal year;

or

``(B) upon a demonstration of good cause by such agency or consortium, a greater amount approved by the State educational agency.

SEC. 4114. GOVERNOR'S PROGRAMS.

``(a) Use of Funds.--

``(1) In general.--An amount equal to 20 percent of the total amount allocated to a State under section 4111(1) for each fiscal year shall be used by the chief executive officer of such State for drug and violence prevention programs and activities in accordance with this section.

``(2) Law enforcement education partnerships.--A chief executive officer shall use not less than 10 percent of the 20 percent of the total amount described in paragraph (1) for each fiscal year for law enforcement education partnerships in accordance with subsection (d).

``(3) Administrative costs.--A chief executive officer may use not more than 5 percent of the 20 percent of the total amount described in paragraph (1) for the administrative costs incurred in carrying out the duties of such officer under this section.

``(b) Programs Authorized.--

``(1) In general.--A chief executive officer shall use funds made available under subsection (a)(1) for grants to or contracts with parent groups, community action and job training agencies, community-based organizations, and other public entities and private nonprofit organizations and consortia thereof. In making such grants and contracts, a chief executive officer shall give priority to programs and activities described in subsection (c) for--

``(A) children and youth who are not normally served by State or local educational agencies; or

``(B) populations that need special services or additional resources (such as preschoolers, youth in juvenile detention facilities, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts).

``(2) Peer review.--Grants or contracts awarded under this subsection shall be subject to a peer review process.

“(c) Authorized Activities.--Grants and contracts under subsection (b) shall be used for programs and activities such as-

“(1) disseminating information about drug and violence prevention;

“(2) training parents, law enforcement officials, judicial officials, social service providers, health service providers and community leaders about drug and violence prevention, comprehensive health education, early intervention, pupil services, or rehabilitation referral;

“(3) developing and implementing comprehensive, community-based drug and violence prevention programs that link

community resources with schools and integrate services involving education, vocational and job skills training and placement, law enforcement, health, mental health, community service, mentoring, and other appropriate services;

“(4) planning and implementing drug and violence prevention activities that coordinate the efforts of State agencies

with efforts of the State educational agency and its local educational agencies;

“(5) activities to protect students traveling to and from school;

“(6) before-and-after school recreational, instructional, cultural, and artistic programs that encourage drug- and violence-free lifestyles;

“(7) activities that promote the awareness of and sensitivity to alternatives to violence through courses of study that include related issues of intolerance and hatred in history;

“(8) developing and implementing activities to prevent and reduce violence associated with prejudice and intolerance;

“(9) developing and implementing strategies to prevent illegal gang activity;

“(10) coordinating and conducting community-wide violence and safety assessments and surveys;

“(11) service-learning projects that encourage drug- and violence-free lifestyles; and

“(12) evaluating programs and activities assisted under this section.

``(d) Law Enforcement Education Partnerships.--A chief executive officer shall use funds under subsection (a)(2) to award grants to State, county or local law enforcement agencies (including district attorneys) in consortium with local educational agencies or community-based agencies for the purposes of carrying out drug abuse and violence prevention activities, such as--

``(1) Project Drug Abuse Resistance Education and other programs which provide classroom instruction by uniformed law enforcement officials that is designed to teach students to recognize and resist pressures to experiment that influence such children to use controlled substances or alcohol;

``(2) Project Legal Lives and other programs in which district attorneys provide classroom instruction in the law and legal system which emphasizes interactive learning techniques, such as mock trial competitions;

``(3) partnerships between law enforcement and child guidance professionals; and

``(4) before- and after-school activities.